

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GARFIELD	School: Washington Irving School # 4
Chief School Administrator: NICHOLAS PERRAPATO	Principal: Jeffrey B. Wilson
Chief School Administrator's E-mail: nperrapato@gboe.org	Principal's E-mail: jwilson@gboe.org
Title I Contact: GERI LEDFORD	Principal's Phone Number: 973-340-5034 EXT. 4025
Title I Contact E-mail: gledford@gboe.org	
District: GARFIELD	School: Washington Irving School # 4

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 10 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 3,460,483, which comprised 97.6 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 4,309,081, which will comprise 98.1 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Professor in Residence	#1 & # 2	Yes	School wide	\$8,000
School Data Team	#1, # 2, & # 3	Yes	School wide	\$2,520
ELA and Math Software/Supplemental	#1 & #3	Yes	School wide	\$ 6,350
Leveled Library	#1 & #3	Yes	School wide	\$13,172
IPADs/Document Cameras/ PARCC Readiness	#1, # 2, & # 3	Yes	School wide	\$10,195
				\$40,237

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. Jeffrey Wilson	School Staff - Administrator	Yes	Yes	Yes	
Mrs. J. Yuppa	School Staff – Asst. Curriculum Supervisor	Yes	Yes	Yes	
Mrs. E. Popowich	School Staff - Classroom teacher/	Yes	Yes	Yes	
Mrs. D. Lester	School Staff - Classroom teacher	Yes	Yes	Yes	
Mrs. Greenhalgh	School Staff - Classroom teacher /Design Team	Yes	Yes	Yes	
Mrs. D. Grecco	School Staff - Classroom teacher /Design Team/SCIP	Yes	Yes	Yes	
Mrs. D. Pepe	School Staff - Classroom teacher /Design Team	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Mrs. K. Santangelo	School Staff – District Gifts and Talents Coordinator	Yes	Yes	Yes	
Mrs. J. Zazopoulos	School Staff - LEP	Yes	Yes	Yes	
Mrs. D. Briggs	Assistant Curriculum Supervisor/ SCIP	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
November 3, 2014	Design Team – School #4	Running Records/Leveled readers	X		X	
January 2015 – April 2016 1/20; 2/25; 3/2; 4/21; 4/22; 4/28; 4/29;	Data Team – School #4	Performance Matters Analyzed Data for Powerpoint presentation	X		X	
May 2015 5/20; 5/26	Data Team – School #4	Schoolwide Plan Development – 2014- 2015 application, PARCC results, Performance Matters, Priority problems	X		X	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

- To develop an environment which addresses each student's unique nature and learning ability.
- To develop a learning environment which is accepting of and has appreciation for the cultural diversity of students, staff, and community.
- To provide the most effective way of delivering quality education to enable each student to achieve their fullest potential.
- To encourage creative expression and the recognition of communicative, practical, and aesthetic arts.
- To provide opportunities for the development of each student's character, sense of self-worth, respect for authority, and knowledge of their mental, physical, and emotional health.
- To develop an opportunity for the application of ever-changing technology.
- To encourage staff members to utilize opportunities for keeping abreast of new trends in education.
- To develop an environment which addresses each student's unique nature and learning ability.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

All strategies and programs were implemented in 2014 – 2015.

2. What were the strengths of the implementation process?

Teachers were willing to work together to expand and share instructional strategies and resources regarding the common the common core standards. These improvements have impact on the students in both Language Arts and Math. Classroom observation show the implementation of the common core standards, differentiated instruction, group writing, writing centers, guided reading groups, math centers, and leveled reader implementation.

3. What implementation challenges and barriers did the school encounter?

Some of the challenges facing the school and district have been trying to find funding for qualified providers of professional development, scheduling issues, and utilizing supervisors to assist with the revisions of the curriculum alignment, district assessments, and board approval for professional development opportunities. In addition it is a challenge to schedule sufficient common planning time to allow teachers to turn-key information to staff and new teachers, plan and share instructional strategies, analyze test data, and set goals.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The district continues to revise the elementary district Math and ELA alignment to incorporate the Common Core state standards, the revised NJ CCS, 21st Century Themes and Skills, Math Practices and CRP Standards along with the revision of district assessments in Math and ELA. The William Paterson University PIR's were instrumental in communicating and modeling Reading Strategies and Comprehension skills, as well as, the implementation of IRLA's in the classroom. Teachers in Grade 1 – 5 continue to implement Writer's Workshop and turn-key strategies to other staff members during common planning time. PARCC test data in Grades 3, 4, and 5 was analyzed with the Data Team to identify those students in need of improvement for the PARCC extended day after school tutoring program. The weaknesses include the limited utilization of Performance Matters Math Data analysis, the amount of family members able to participate in Family Literacy and Family Math based on funding and program guidelines, and the inability to provide services to all students who are in need of Wilson Foundations due to the lack of trained staff members. In addition, the implementation of extended day allows for the Curriculum Committee to continue revision of district assessments and curriculum alignments.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Decisions regarding the implementation of all programs are communicated to the District Curriculum Department, all staff members through weekly PLC / grade level meetings, Design Team/ Data Team meetings, and faculty meetings. In addition, Design Team, Grade Level, Data Team agendas and minutes are kept on file in the school.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff members are made aware of new programs through weekly PLC / grade level meetings, and Design Team/Data Team meetings, and are provided opportunities to discuss these programs. These meetings provide staff members with information to restructure instructional strategies and ideas are turn-keyed to help with that initiative. They are aware that the District will make every effort to provide professional development opportunities to further develop new initiatives and that the process will be on-going to close any gaps that exist. The school will utilize district PD surveys, Marshall Observations, evaluation summaries, teacher

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

feedback at weekly PLC /grade level meetings, faculty meetings, and teacher created student growth objectives(SGO's) and results to measure the staff's perceptions.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The PARCC Individual student reports are sent to parents of Gr. 3, 4, and 5 students in early September. Parents are able to view student's grades, interims, report cards, and attendance on Real Time, the district parent portal. The parents and the community are informed that the school is making every effort to improve student learning through increased rigor and Common Core standards implementation. The school will utilize parent surveys, attendance, and feedback from parent / teacher conferences, attendance and feedback from Family Literacy, Family Math, and attendance and feedback at Home and School Meetings to measure the community's perceptions.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

All programs that are being implemented to improve instruction are discussed at District Leadership Committee Meetings, PLC/ Grade Level Meetings, Design Team/Data Team Meetings, and Home and School Meetings. Programs such as Study Island and Real- Time are also available through the school website.

9. How did the school structure the interventions?

Interventions were structured according to best practices and based on data analysis from state and district assessments and through instructional staff scheduling.

10. How frequently did students receive instructional interventions?

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Every effort is made to provide each student with interventions such as Writer's workshop, Differentiated Instruction, Guided Reading with leveled libraries, after-school tutoring, and project based learning on a daily basis. Data analysis of district and state assessments determine which students will receive services throughout the year such as Basic Skills, ESL, Wilson Reading Foundations, and Resource Room. PARCC Math and ELA test prep for selected students is also determined by data analysis of state assessments and is provided twice weekly for 8 weeks.

11. What technologies did the school use to support the program?

Computers, laptops, IPADS, Smart Boards, document cameras and web-based programs such as Study Island, Smart Board lessons, and on-line Reading Street Resources were utilized to support the program. In addition, PARCC related websites, educational websites and resources are posted on the Washington Irving School website.

12. Did the technology contribute to the success of the program and, if so, how?

Students are more engaged when using technology and this positively affects their interest level. It also allows a student to work at their individual pace. In addition, the technology enables teachers to access a wealth of resources to improve their instructional strategies.

****Provide a separate response for each question.***

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Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	21 41.2%	unavailable	PARCC Test Prep Tutoring; After School Tutoring; Family Literacy; Writer's Workshop; Differentiated Instruction; Scott Foresman Unit Benchmark Assessments and District Comprehension Assessment (SGO); Model Curriculum Website, www.Commoncoresheets.com , www.achievethecore.org , William Paterson Professor in Residence Program, Mondo and Book Source Leveled Readers, Leveled Libraries, revised District ELA Core Curriculum Alignment	<p>Washington Irving School continues to experience increased student mobility rates. In 2014-2015, 3 Grade 4 students were in Washington Irving less than a year and of these, 3 students were in the district less than a year.</p> <p>Some of the possible reasons the interventions did not result in proficiency for White, Economically Disadvantaged and Hispanic subgroups could be due to lack of parental involvement, language barriers, and lack of technology in the home. This discrepancy prevented these subgroups from attaining proficiency based on the 2014 ESEA - Annual Progress Targets.</p> <p>In 2014 - 2015, 3 Grade 4 students were out of residence / out of district and did not receive any services provided.</p>
Grade 5	29 43.9%	unavailable	PARCC Test Prep Tutoring; After School Tutoring; Family Literacy; Writer's Workshop; Differentiated Instruction; Scott Foresman Unit Benchmark Assessments and District Comprehension Assessment (SGO); Model Curriculum Website, www.Commoncoresheets.com , www.achievethecore.org , William Paterson Professor in Residence Program, Mondo and Book Source Leveled Readers, Leveled Libraries, revised District ELA Core Curriculum Alignment	<p>Criteria necessary to pass the PARCC assessment is not available yet. Washington Irving School continues to experience increased student mobility rates. In 2014-2015, 3 Grade 4 students were in Washington Irving less than a year and of these, 3 students were in the district less than a year.</p> <p>Some of the possible reasons the interventions did not result in proficiency for Economically Disadvantaged and Hispanic subgroups could be due to lack of parental involvement, language barriers, and lack of technology in the home. This discrepancy prevented these subgroups from attaining proficiency based on the 2014 ESEA - Annual Progress Targets.</p> <p>In 2014 - 2015, - 2 Grade 5 students were out of residence / out of district and did not receive any services provided.</p>

Mathematics	2013-	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in
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	2014			proficiency (Be specific for each intervention).
Grade 4	14 27.5%	unavailable	PARCC Test Prep Tutoring; After School Tutoring; Family Math; Differentiated Instruction; Revised District Math Core Curriculum Alignment; District Math Assessments (SGO); Model Curriculum Website; www.Commoncoresheets.com ; www.achievethecore.org ; www.khanacademy.org ; www.illustrativemathematics.org	<p>Washington Irving School continues to experience increased student mobility rates. In 2014-2015, 3 Grade 4 students were in Washington Irving less than a year and of these, 3 students were in the district less than a year.</p> <p>Some of the possible reasons the interventions did not result in proficiency for White, Economically Disadvantaged and Hispanic subgroups could be due to lack of parental involvement, language barriers, and lack of technology in the home. This discrepancy prevented these subgroups from attaining proficiency based on the 2014 ESEA - Annual Progress Targets.</p> <p>In 2014 - 2015, 3 Grade 4 students were out of residence / out of district and did not receive any services provided.</p>
Grade 5	9 13.4%	unavailable	PARCC Test Prep Tutoring; After School Tutoring; Family Math; Differentiated Instruction; Revised District Math Core Curriculum Alignment; District Math Assessments (SGO); Model Curriculum Website; www.Commoncoresheets.com ; www.achievethecore.org ; www.khanacademy.org ; www.illustrativemathematics.org	<p>Criteria necessary to pass the PARCC assessment is not available yet. Washington Irving School continues to experience increased student mobility rates. In 2014-2015, 3 Grade 4 students were in Washington Irving less than a year and of these, 3 students were in the district less than a year.</p> <p>Some of the possible reasons the interventions did not result in proficiency for Economically Disadvantaged and Hispanic subgroups could be due to lack of parental involvement, language barriers, and lack of technology in the home. This discrepancy prevented these subgroups from attaining proficiency based on the 2014 ESEA - Annual Progress Targets.</p> <p>In 2014 - 2015, - 2 Grade 5 students were out of residence / out of district and did not receive any services provided.</p>

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Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	13	18	Reading Street, Differentiated Instruction, Project Based Learning, Scott Foresman Baseline, Interim, and EOY Benchmark Assessments (SGO)	The Kindergarten ELA assessment for the 2014 -2015 was the Scott Foresman Unit 6 assessment. Kindergarten continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Washington Irving School # 4 continues to experience increased student mobility.
Grade 1	6	17	Reading Street Common Core 2013, Writer's Workshop, Guided Reading, Wilson Foundations, Differentiated Instruction, Project Based Learning, Monitored reading fluency, Family Literacy Night, After School tutoring, Scott Foresman Baseline and EOY Benchmark Assessments (SGO).	The Grade 1 ELA assessment for the 2014 -2015 was the Scott Foresman End of Year Benchmark assessment. Grade 1 continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Washington Irving School # 4 continues to experience increased student mobility.
Grade 2	6	9	Reading Street Common Core 2013, Writer's Workshop, Guided Reading, Wilson Foundations, Differentiated Instruction, Project Based Learning, Family Literacy Night, After School tutoring, Scott Foresman Baseline and EOY Benchmark Assessments (SGO), and Study Island online assessments.	The Grade 2 ELA assessment for 2014 -2015 was the Scott Foresman End of Year Benchmark assessment. Grade 2 continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Washington Irving School # 4 continues to experience increased student mobility.
Grade 9				
Grade 10				

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Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	2	14	Differentiated Instruction, Project Based Learning, Revised District Math Core Curriculum Alignment; Revised District Math Assessments (SGO) and Performance Tasks, Model Curriculum www.state.nj.us/education/modelcurriculum/	The Kindergarten Math assessment for 2014 -2015 was the District EOY Math assessment. Kindergarten continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Washington Irving School # 4 continues to experience increased student mobility.
Grade 1	3	7	Differentiated Instruction, Project Based Learning, Family Math Night, After School tutoring, Revised District Math Core Curriculum Alignment; Revised District Math Assessments (SGO) and Performance Tasks, Model Curriculum	The Grade 1 Math assessment for 2014 -2015 was the District EOY Math test. Grade 1 continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Washington Irving School # 4 continues to experience increased student mobility.
Grade 2	1	4	Differentiated Instruction, Project Based Learning, Family Math Night, After School tutoring, Revised District Math Core Curriculum Alignment; Revised District Math Assessments (SGO) and Performance Tasks, Model Curriculum www.state.nj.us/education/modelcurriculum/	The Grade 2 Math assessment for 2014 -2015 was the District EOY Math test. Grade 2 continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Washington Irving School # 4 continues to experience increased student mobility.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Guided Reading, Writer's Workshop (gr 1-5), and Differentiated Instruction. Wilson Foundations, Family Literacy Program, PARCC Test Prep Tutoring (gr 3-5), District Performance Tasks: ELA / Social Studies (gr K-5), William Paterson University Professor in Residence . Leveled Readers	Yes	Lesson Plans Marshall Observations/Evaluations Reading benchmark assessments (SGO's) Report Cards Attendance Sheets Teacher and Parent Feedback Student Work Samples Performance Task Rubric Scores	Anticipated outcome in Grades K – 5 is increased scores on the PARCC ELA assessments, Student Growth Objective (SGO) results, improved report card grades in ELA, improved achievement on district performance tasks, etc. and to provide every opportunity to all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in any of the programs.
Math	Students with Disabilities	PARCC Test Prep Tutoring (gr 3-5), Differentiated Instruction, District Math Benchmark Assessments (Gr. K – 5), District Performance Tasks: Math / Science, Family Math Program, Study Island Online Program	Yes	Lesson Plans Marshall Observations/Evaluations Math benchmark assessments (SGO's) Report Cards Attendance Sheets Teacher and Parent Feedback Student Work Samples Performance Task Rubric Scores Summer Assignments Student Scores.	The anticipated outcome in Grades K – 5 is increased scores on the PARCC Math assessments, Student Growth Objective (SGO) results, improved report card grades in Math, improvement in critical thinking skills, and improved achievement on district performance tasks, etc.
ELA	Homeless	Guided Reading, Writer's Workshop (gr 1-5), Differentiated Instruction. Wilson Foundations, Family Literacy Program, PARCC	Yes	Lesson Plans Marshall Observations/Evaluations Reading benchmark assessments (SGO's)	Anticipated outcome in Grades 1 – 5 is increased scores on the PARCC ELA assessments, Student Growth Objective (SGO) results, improved report card grades in ELA, improved achievement on district performance tasks, etc. and to provide every opportunity to all

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Test Prep Tutoring (gr 3-5), District Performance Tasks: ELA / Social Studies (gr K-5), William Paterson University Professor in Residence . Leveled Readers		Report Cards Attendance Sheets Teacher and Parent Feedback Student Work Samples Performance Task Rubric Scores	students to improve their ELA and critical thinking skills with the support of parents and teachers trained in any of the programs.
Math	Homeless	PARCC Test Prep Tutoring (gr 3-5), Differentiated Instruction, District Math Benchmark Assessments (Gr. K – 5), District Performance Tasks: Math / Science, Family Math Program, Study Island Online Program	Yes	Lesson Plans Marshall Observations/Evaluations Math benchmark assessments (SGO's) Report Cards Attendance Sheets Teacher and Parent Feedback Student Work Samples Performance Task Rubric Scores Summer Assignments Student Scores.	The anticipated outcome in Grades K – 5 is increased scores on the PARCC Math assessments, Student Growth Objective (SGO) results, improved report card grades in Math, improvement in critical thinking skills, and improved achievement on district performance tasks, etc.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Guided Reading, Writer's Workshop (gr 1-5), and Differentiated Instruction. Wilson Foundations, Family Literacy Program, PARCC Test Prep Tutoring (gr 3-5), District Performance Tasks: ELA / Social Studies (gr K-5), William Paterson University Professor in	Yes	Lesson Plans Marshall Observations/Evaluations Reading benchmark assessments (SGO's) Report Cards Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome in Grades 1 – 5 is increased scores on the PARCC ELA and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in ELA, improved achievement on district performance tasks, etc. and to provide every opportunity to all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in any of the programs.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Residence. Leveled Readers		Performance Task Rubric Scores	
Math	ELLs	PARCC Test Prep Tutoring (gr 3-5), Differentiated Instruction, District Math Benchmark Assessments (Gr. K – 5), District Performance Tasks: Math / Science, Family Math Program, Study Island Online Program	Yes	Lesson Plans Marshall Observations/Evaluations Math benchmark assessments (SGO's) Report Cards Attendance Sheets Teacher and Parent Feedback Student Work Samples Performance Task Rubric Scores Summer Assignments Student Scores.	The anticipated outcome in Grades K – 5 is increased scores on the PARCC Math, and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in Math, improvement in critical thinking skills, and improved achievement on district performance tasks, etc.
ELA	Economically Disadvantaged	Guided Reading, Writer's Workshop (gr 1-5), Differentiated Instruction. Wilson Foundations, Family Literacy Program, PARCC Test Prep Tutoring (gr 3-5), District Performance Tasks: ELA / Social Studies (gr K-5), William Paterson University Professor in Residence . Leveled Readers	Yes	Lesson Plans Marshall Observations/Evaluations Reading benchmark assessments (SGO's) Report Cards Attendance Sheets Teacher and Parent Feedback Student Work Samples Performance Task Rubric Scores	Anticipated outcome in Grades 1 – 5 is increased scores on the PARCC ELA assessments, Student Growth Objective (SGO) results, improved report card grades in ELA, improved achievement on district performance tasks, etc. and to provide every opportunity to all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in all of the programs.
Math	Economically Disadvantaged	PARCC Test Prep Tutoring (gr 3-5), Differentiated Instruction, District Math Benchmark Assessments	Yes	Lesson Plans Marshall Observations/Evaluations Math benchmark assessments (SGO's)	The anticipated outcome in Grades K – 5 is increased scores on the PARCC Math assessments, Student Growth Objective (SGO) results, improved report card grades in Math, improvement in critical thinking skills, and improved achievement on district performance

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		(Gr. K – 5), District Performance Tasks: Math / Science, Family Math Program, Study Island Online Program		Report Cards Attendance Sheets Teacher and Parent Feedback Student Work Samples Performance Task Rubric Scores Summer Assignments Student Scores.	tasks, etc.
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Family Literacy Program, PARCC Test Prep Tutoring (gr 3-5), After School Tutoring, Summer Extended Year Program	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome is to provide every opportunity for all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in all of the programs to offer every opportunity for students with disabilities to advance their academic development level by having continuity of learning throughout the year.
Math	Students with Disabilities	Family Math Program, PARCC Test Prep Tutoring (gr 3-5), After school	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome is to provide every opportunity for all students to improve their MATH and critical thinking skills with the support of parents and teachers trained in

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Tutoring, Summer Extended Year Program			
ELA	Homeless	Family Literacy Program, PARCC Test Prep Tutoring (gr 3-5), After School Tutoring, Summer Extended Year Program	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome is to provide every opportunity for all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in all of the programs and to offer every opportunity for students with disabilities to advance their academic development level by having continuity of learning throughout the year.
Math	Homeless	Family Math Program, PARCC Test Prep Tutoring (gr 3-5), After school Tutoring, Summer Extended Year Program	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome is to provide every opportunity for all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in all of the programs and to offer every opportunity for students with disabilities to advance their academic development level by having continuity of learning throughout the year.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Family Literacy Program, PARCC Test Prep Tutoring (gr 3-5), Title III Extended Year ESL Language Enrichment Program, Title III After School Program,	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome is to provide every opportunity for all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in all of the programs.
Math	ELLs	Family Math Program, PARCC Test Prep Tutoring	Yes	Attendance Sheets Teacher and Parent Feedback	Anticipated outcome is to provide every opportunity for all students to improve their MATH and critical thinking skills with the support of parents and teachers trained in

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		(gr 3-5),		Student Work Samples	all of the programs.
ELA	Economically Disadvantaged	Family Literacy Program, PARCC Test Prep Tutoring (gr 3-5), After school Tutoring	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome is to provide every opportunity for all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in all of the programs.
Math	Economically Disadvantaged	Family Math Program, PARCC Test Prep Tutoring (gr 3-5), After school Tutoring	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome is to provide every opportunity for all students to improve their MATH and critical thinking skills with the support of parents and teachers trained in all of the programs.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Writer's Workshop	ELA New Teachers Elem. BSI Teachers Special Ed. & Resource Teachers	Yes	Lesson Plans Marshall Observations/Evaluations Writer's Workshop Folders Report Cards	Anticipated outcome in Grades 1 – 5 and Special Education is increased assessment scores on the PARCC ELA assessments, improved report card grades in ELA, and improved achievement on district performance tasks, etc.
PARCC Test Taking Workshop	ELA and Math Teachers of Grades 3,4 & 5 Special Education Teachers ELL Teachers	Yes	Teacher Surveys Marshall Observations/Evaluations Teacher Plan Books	Anticipated outcome in Grades 3 – 5 is increased scores on the PARCC Math assessment, Student Growth Objective (SGO) results, improved report card grades in Math, improved achievement on district performance tasks, etc.
Curriculum Alignment District assessments and performance tasks	ELA (Select Gr. K – 5 Faculty) Mathematics/ (Select Gr. 3-5 Faculty) Social Studies / Science (Select K-5 Faculty)	Yes	Teacher Attendance District Curriculum Alignment Document District Math Assessment Results District Pacing Guides District Performance Task Results	Anticipated outcome in Grades K – 5 is increased scores on the PARCC ELA, Math, and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in ELA and Math , improved achievement on district performance tasks, etc. Revised curriculum alignments and Common Core State Standards have been implemented in classrooms according to the state mandated guidelines and timelines.
Technology Workshops (Real Time, Performance Matters, SMART board, Study Island, Gizmos, Discovery Learning, RAZ Kids, WOWzers)	Technology All K-5 Faculty	Yes	Teacher Attendance Teacher Surveys Marshall Observations/Evaluations	Increased teacher proficiency in the use of Real Time, Performance Matters, Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. The Marshall Teacher rubric score and evaluations will indicate that teachers are using technology more effectively. RAZKids and WOWzers will allow teachers to monitor student progress and assign rigorous assignments for increased student success.
Bullying	Administrators Guidance Counselors Affirmative Action Representatives		Survey Participant Feedback /Surveys Safety Committee Meeting agendas and sign in sheets	Decrease of documented bullying incidents in school as per the Implementation of the state's mandated bullying policy.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
	Teachers and Staff members			
Data Team Meetings	All content areas K – 5 Teachers K – 5 Specialists	Yes	Attendance Sheets Teacher Plan books Agendas Minutes Marshall Observations/Evaluations	Analysis of state and district assessment results to determine that Student Growth Objectives are being met in order to provide ongoing instructional focus.

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Positive feedback from teachers and parents attending. High attendance by parents and children, Improved attendance over previous years, Positive feedback from teachers and parents, High rate of attendance, Positive feedback from teachers and parents, Anticipated outcome is improved test scores on the district and state assessments, Effective communication between teachers and parents regarding student's academic achievement, High rate of attendance, Parents volunteer to assist teachers and children with the annual Field Day activities, Positive feedback from teachers and parents, Increased parent participation in school activities due to improved methods of communication, Increased rate of attendance, Positive feedback from parents and staff members, Positive parental response to support the gifts and talents program, Participants acquired basic English language vocabulary and communication skills.
Math	Students with Disabilities	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Positive feedback from teachers and parents attending. High attendance by parents and children, Improved attendance over previous years, Positive feedback from teachers and parents, High rate of attendance, Positive feedback from teachers and parents, Anticipated outcome is improved test scores on the district and state assessments, Effective communication between teachers and parents regarding student's academic achievement, High rate of attendance, Parents volunteer to assist teachers and children with the annual Field Day activities, Positive feedback from teachers and parents, Increased

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair			parent participation in school activities due to improved methods of communication, Increased rate of attendance, Positive feedback from parents and staff members, Positive parental response to support the gifts and talents program, Participants acquired basic English language vocabulary and communication skills.
ELA	Homeless	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Positive feedback from teachers and parents attending. High attendance by parents and children, Improved attendance over previous years, Positive feedback from teachers and parents, High rate of attendance, Positive feedback from teachers and parents, Anticipated outcome is improved test scores on the district and state assessments, Effective communication between teachers and parents regarding student's academic achievement, High rate of attendance, Parents volunteer to assist teachers and children with the annual Field Day activities, Positive feedback from teachers and parents, Increased parent participation in school activities due to improved methods of communication, Increased rate of attendance, Positive feedback from parents and staff members, Positive parental response to support the gifts and talents program, Participants acquired basic English language vocabulary and communication skills.
Math	Homeless	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Positive feedback from teachers and parents attending. High attendance by parents and children, Improved attendance over previous years, Positive feedback from teachers and parents, High rate of attendance, Positive feedback from teachers and parents, Anticipated outcome is improved test scores on the district and state assessments, Effective communication between teachers and parents regarding student's academic achievement, High rate of attendance, Parents volunteer to assist teachers and children with the annual Field Day activities, Positive feedback from teachers and parents, Increased parent participation in school activities due to improved methods of communication, Increased rate of attendance, Positive feedback from parents and staff members, Positive parental response to support the gifts and talents program, Participants acquired basic English language vocabulary and communication skills.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Positive feedback from teachers and parents attending. High attendance by parents and children, Improved attendance over previous years, Positive feedback from teachers and parents, High rate of attendance, Positive feedback from teachers and parents, Anticipated outcome is improved test scores on the district and state

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair, Adult ESL evening program			assessments, Effective communication between teachers and parents regarding student's academic achievement, High rate of attendance, Parents volunteer to assist teachers and children with the annual Field Day activities, Positive feedback from teachers and parents, Increased parent participation in school activities due to improved methods of communication, Increased rate of attendance, Positive feedback from parents and staff members, Positive parental response to support the gifts and talents program, Participants acquired basic English language vocabulary and communication skills.
Math	ELLs	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair, Adult ESL evening program			Positive feedback from teachers and parents attending. High attendance by parents and children, Improved attendance over previous years, Positive feedback from teachers and parents, High rate of attendance, Positive feedback from teachers and parents, Anticipated outcome is improved test scores on the district and state assessments, Effective communication between teachers and parents regarding student's academic achievement, High rate of attendance, Parents volunteer to assist teachers and children with the annual Field Day activities, Positive feedback from teachers and parents, Increased parent participation in school activities due to improved methods of communication, Increased rate of attendance, Positive feedback from parents and staff members, Positive parental response to support the gifts and talents program, Participants acquired basic English language vocabulary and communication skills.
ELA	Economically Disadvantaged	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Positive feedback from teachers and parents attending. High attendance by parents and children, Improved attendance over previous years, Positive feedback from teachers and parents, High rate of attendance, Positive feedback from teachers and parents, Anticipated outcome is improved test scores on the district and state assessments, Effective communication between teachers and parents regarding student's academic achievement, High rate of attendance, Parents volunteer to assist teachers and children with the annual Field Day activities, Positive feedback from teachers and parents, Increased parent participation in school activities due to improved methods of communication, Increased rate of attendance, Positive feedback from parents and staff members, Positive parental response to support the gifts and talents program, Participants acquired basic English language vocabulary and communication skills.
Math	Economically Disadvantaged	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Positive feedback from teachers and parents attending. High attendance by parents and children, Improved attendance over previous years, Positive feedback from teachers and parents, High rate of attendance, Positive feedback from teachers and parents, Anticipated outcome is improved test scores on the district and state assessments, Effective communication between teachers and parents regarding student's academic achievement, High rate of attendance,

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair			Parents volunteer to assist teachers and children with the annual Field Day activities, Positive feedback from teachers and parents, Increased parent participation in school activities due to improved methods of communication, Increased rate of attendance, Positive feedback from parents and staff members, Positive parental response to support the gifts and talents program, Participants acquired basic English language vocabulary and communication skills.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading Includes: General Ed. Students Homeless Economically Disadvantaged ELL Students Students with Disabilities	Scott Foresman Early Reading Intervention – Kdgn. PARCC Gr. 3, 4, & 5; ACCESS Test (ELL students) Performance Tasks: Language Arts, Social Studies, Science; District Created Reading and Math Assessments Report Cards / Interim Reports	<p>The total population of students in Grades 3 – 5 did not meet the ESEA Progress Targets as evidenced by the NJ ASK 2014 assessment in ELA. Students with disabilities in Grades 3 – 5 were not a reportable subgroup as evidenced by the NJ ASK 2014 assessment in ELA. Overall the cluster data for NJ ASK Reading scores in Grades 3 -5 shows a need for improvement in literature and informational text.</p> <p>Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in ELA for students in grades K – 5.</p> <p>End of Year Benchmark Assessment results for in Grade 1- 2 also show positive gains in total scores.</p> <p>The ACCESS test for ELL students measures the extent of functional language, comprehension, and use of phonological, syntactic, and semantic structure rules, and comprehension and technical vocabulary in the content areas. The anticipated outcome is an increase in student achievement.</p>
Academic Achievement – Writing General Ed. Students Homeless Economically Disadvantaged ELL Students Students with Disabilities	Scott Foresman Early Reading Intervention – Kdgn. PARCC Gr. 3, 4, & 5; ACCESS Test (ELL students) Performance Tasks: Language Arts, Social Studies, Science; District Created Reading and Math Assessments Report Cards / Interim Reports	<p>The total population of students in Grades 3 – 5 did not meet the ESEA Progress Targets as evidenced by the NJ ASK 2014 assessment in ELA. Students with disabilities in Grades 3 – 5 were not a reportable subgroup as evidenced by the NJ ASK 2014 assessment in ELA. Overall the cluster data for NJ ASK Reading scores in Grades 3 -5 shows a need for improvement in literature and informational text. Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in ELA for students in grades K – 5. End of Year Benchmark Assessment results for Grade 1- 2 also show positive gains in total scores.</p>
Academic Achievement –	District Math Benchmark Baseline, Interim,	The total population of students in Grades 3 – 5 did not meet the ESEA Progress Targets as evidenced by the NJ ASK 2014 assessment in Math. Students with disabilities in Grades 3 –

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Mathematics General Ed. Students Homeless Economically Disadvantaged ELL Students Students with Disabilities	and End of Year Assessments (K – 2) PARCC Gr. 3, 4, & 5; Performance Tasks: Math, Science; Report Cards / Interim Reports	5 were not a reportable subgroup as evidenced by the NJ ASK 2014 assessment in Math. Overall the cluster data for NJ ASK Math scores in Grades 3 -5 shows a slight increase in all areas although the school wide performance target on the ESEA was not met. Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in Math for students in grades K – 5. . District Math Benchmark results for students in Grade 1- 2 also show positive gains in total scores.
Family and Community Engagement	Attendance Records, Home and School Meetings, Family Math, Family Literacy Family Science, ESL/Basic Skills Parent Advisory and Local Parent Council Mtg., Teacher conferences, Kindergarten Orientation, Gifts and Talents Project Fair, Back to School Night	Parental response has been positive as evidenced by attendance sheets, feedback and evaluation surveys.
Professional Development	Attendance records for district sponsored workshops, PDP records, PD Summary Sheet, Technology Surveys, PD surveys, Curriculum Alignment and Assessments Revision documents	Online surveys for staff members regarding in-service professional development workshops provide information to support district wide goals. Select teachers in Grades K – 5 have been involved in the revision of the district Math and ELA curriculum alignment and assessments to meet the State guidelines and timelines for continued implementation of Common Core standards as evidenced by attendance sheets and curriculum documents. Elementary teachers in Grades K - 5 have completed professional development for NJ ASK / NJ ASK test prep, Real Time, Performance Matters, Smart Boards, curriculum alignment, Dyslexia Training, Differentiated Instruction, Affirmative Action, HIB, and Achieve NJ (SGO), Kim Marshall plan, etc. Information is turn-keyed at meetings if necessary. Response has been positive as evidenced by attendance sheets, teacher feedback, classroom observations, and student work samples. Data Team weekly meetings and District Leadership/Supervisor meetings provide vertical and horizontal articulation regarding district-wide programs and grade level curriculum.
Leadership	District Leadership / Facilitator Meetings, Administrative Meetings, PLC / DataTeam	Within the school, meetings occurred regularly to develop school wide initiatives to foster educational growth that was communicated at weekly district facilitator meetings.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	Technology Surveys PD surveys	A significant portion of our student population is of non-English origin. Our ESL and Special Education teachers participate in the same professional development as the classroom teachers. In addition, the district offers extended day and year programs for each of these subgroups. Teacher feedback on technology issues provides integration and level of ability in order to drive future professional development.
School-Based Youth Services	School Guidance Counselor Records Intervention and Referral Services (I&RS) Records	Counseling services for students are provided based on need and recommendation. Students are referred by teachers to determine interventions needed before being referred to the Child Study Team.

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The principal and faculty members, along with the Data Team, conducted an analysis of the State and district assessment results in order to reach consensus regarding instructional priorities for Washington Irving School # 4. Using these results critical issues were determined for the school and provided strategies for effective instruction to improve learning and align measurable school goals with district goals. The principal and teachers discuss state and district test data at weekly grade level meetings. During these meetings teachers identify needs and focus on strategies to improve student achievement. Teachers develop plans and goals for the year based upon their findings. The district's collaboration with the William Paterson University Professors in Residence program provides valuable instructional strategies that enable teachers to be actively involved with the implementation of initiatives to improve student achievement.

2. What process did the school use to collect and compile data for student subgroups?

The data for the state assessment, NJ ASK, is collected by the state approved agencies and/or vendors and disseminated to the individual districts and schools. The data for the Scott Foresman Baseline, Interim, and End of Year Benchmark assessments, and the district Math and ELA assessments, is collected and then analyzed by the Principal and Data Team to identify indicators that increase and decrease.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Since the state approves the designee to disaggregate the data for NJ ASK testing, we are confident that the data is statistically sound. The Performance Matters Data System provides further documentation of state assessment scores. Scott Foresman, which publishes the Baseline, Interim, and End of Year assessments, is also a research based Reading program.

4. What did the data analysis reveal regarding classroom instruction?

The data analysis of district and state assessments reveal the areas in ELA and Math that additional professional development in small group instruction would be beneficial. The Scott Foresman Baseline, Interim, and End of Year ELA Benchmark assessments address individual student's needs and provide valuable information for guided reading groups. In addition, the district math assessments (K – 5) highlight specific areas of improvement across all grade levels that guide instructional strategies.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data analysis revealed that the implementation of professional development such as the Writer's Workshop, NJ ASK Test Prep, Differentiated Instruction, Common Core Curriculum Revision, and technology training has been successful as evidenced by the District Math assessment results, and Scott Foresman Baseline, Interim, and EOY assessments.

6. How does the school identify educationally at-risk students in a timely manner?

State and district standardized assessments are analyzed as soon as results are disseminated to the individual schools. The Teacher Observation Rating Scale, Teacher Rating Scale (TRS), Scott Foresman Baseline, Interim, and End of Year Benchmark Assessments, along with district created Math assessments and ELA performance tasks help to provide evidence to support Basic Skills intervention. The data is compiled and analyzed by the principal, Federal Programs Supervisor, Basic Skills teachers and classroom teachers.

7. How does the school provide effective interventions to educationally at-risk students?

Teachers identify "at-risk" students in danger of retention and work to create action plans to remedy the situation. Students may also be recommended by teachers to the Intervention and Referral Services (I&RS) Team to determine academic intervention strategies prior to testing by the CST. Additional support may be offered through Basic Skills, ESL, or after-school tutoring, depending on the student's needs.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

8. How does the school address the needs of migrant students?

We do not have migrant students.

9. How does the school address the needs of homeless students?

Homeless students, in addition to being provided transportation to and from school, are offered the same services as the total population of students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

All teachers attend grade level meetings with the Principal/Supervisor to coordinate instructional strategies for all students, discuss project based learning lessons, implementation of revised district curriculum, trimester pacing guides, differentiated instruction, Writer's Workshop lessons, compare student work and create learning opportunities that focus on academic areas of improvement. Continuous and measurable assessments are obtained through Scott Foresman Baseline, Interim, and End of Year Reading Benchmark Assessments, running records, school-wide portfolios, district math assessments, district interdisciplinary performance tasks, and NJ ASK assessments. This information enables teachers to make appropriate instructional modifications based on student performance.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The Transition team consists of three separate teams. The transition team in the district consists of a district team, a preschool team and a kindergarten team. The district team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, Child Study Team Supervisor, ESL/Basic Skills Supervisor, Preschool Administration, Elementary School Principal, and the Child Parent Involvement Specialist (CPIS). The Kindergarten team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, and one school supervisor, one Kindergarten teacher from every Elementary School in the district, a master teacher, PIRT member and CPIS. The Preschool team is comprised of the EC Supervisor, Curriculum Supervisor, Provider Director and two teachers representing three and four year-old classrooms and special education teacher, master teacher and CPIS.

Each team works collaboratively to provide on-going communication between the preschool and the elementary school. Both the preschool and the kindergarten use Performance Based Assessments (PBA); these assessments follow students from one grade level to the other.

Preschool students visit Kindergarten classrooms in April and the Kindergarten teachers and students provided preschool students with a classroom activity to enhance the transition into Kindergarten for the Preschool students.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Summer packets are prepared by the Kindergarten team and are distributed and provided to students. The elementary schools provide parents and preschool students with the opportunity to visit their school and the staff at their neighborhood elementary school. At this program families are provided with a brief review of the procedures for the first day of school and information regarding the school and expectations at the elementary school level, families also receive a tour of the elementary school.

The fifth grade elementary students visit the Garfield Middle School shadowing a sixth grade student throughout the school day. They sit in on classes and participate in a regular school day. In addition the Middle School has implemented Writer's Workshop in Grades 6 – 8. All fifth grade Writer's Workshop folders are sent to the Middle School Language department at the end of the school year, so in-coming sixth grade students continue with a program they are familiar with.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The principal and faculty members along with the Data Team conducted an analysis of the State and district assessment results, the ESEA Annual Progress Targets, SGO results in ELA and Math, and district math assessments in order to reach consensus regarding instructional priorities for Washington Irving School #4. According to the ESEA School Performance report, 38.4% of the students did not attain the ELA school progress target of 77.2% and 18.6% of the students did not attain the Math school progress target of 88.1%. Using these results, the Principal and Data Team determined critical issues for the school and provided strategies for effective instruction to improve learning and align measurable school goals with district goals. The principal, teachers, and Data Team analyze test data at grade level meetings. During these meetings teachers identify needs and focus on strategies to improve the priority problems. Teachers develop plans and goals for the year based upon their findings.

Along with analysis of test and teaching practice needs, educational staff credentials are reviewed to determine that all teachers within the school meet the state of NJ Definition of being Highly Qualified and are working toward obtaining the 100 hours of PD over 5 years (20 hrs. per year).

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	ELA – All students	ELA – Professional Development - Teachers
Describe the priority problem using at least two data sources	The priority problem is to continue to improve scores in Reading, specifically, literature and informational text, and in Writing, informative / explanatory and narrative writing, on district and state assessments for all students, including Hispanic and economically disadvantaged students based on the 2014 NJ ASK ELA data, ESEA School Performance Data, and SGO results.	The continued implementation of Writer's Workshop for Gr. 1 – 5 teachers, Basic Skills and Special Ed. teachers, and new teachers. All teachers in Gr. 1– 3 will receive in-class/grade level professional development and supplemental workshops through the William Paterson University Professor in Residence Program for Reading pending board approval and funding.
Describe the root causes of the problem	Teacher training to improve instructional strategies in literature and informational text. Washington Irving School # 4 continues to have a mobile student population and increased class sizes. Our Special Education population takes the statewide assessment on their chronological grade level. The fact that these students are identified as having specific learning disabilities makes testing on their chronological grade level extremely difficult. Their learning disabilities have prevented them from grasping the information at their age level. The academic expectations of the statewide assessment are not parallel to the student's Individual Education Plan. Extra time, small settings and an understanding of instructions are insufficient assistance for students whose learning problems prevent reading text at a chronological grade level.	The continued implementation of Writer's Workshop for Grade 1, Basic Skills, and Special Education teachers is necessary for continued improvement of student achievement in ELA for the total student population. Assessment scores on district and state assessments, ESEA School Performance Data, and SGO results, shows that additional professional development for Gr. 1 – 5 teachers is needed to improve instructional strategies in literature and informational text. ELA district performance tasks in Grades K – 5 need to be revised by district curriculum supervisors and the curriculum committee in order to meet NJ ASK criteria.
Subgroups or populations addressed	All subgroups and populations	Teachers
Related content area missed (i.e., ELA, Mathematics)	ELA	ELA

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Name of scientifically research based intervention to address priority problems	<p>Scott Foresman Reading Street Assessments</p> <p>Guided Reading</p> <p>Columbia Teacher's College IRLA's</p> <p>Differentiated Instruction</p> <p>Writer's Workshop</p> <p>Wilson Reading Foundations Program</p> <p>Study Island Technology Program</p> <p>Mondo Leveled Readers</p> <p>Book Source Leveled Readers</p>	<p>Writer's Workshop -</p> <p>Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.</p> <p><u>Teachers College Reading and Writing Project</u></p> <p>http://readingandwritingproject.com/resources/assessments/reading-assessments.html</p> <p>Model Curriculum website:</p> <p>www.state.nj.us/education/modelcurriculum/</p> <p>NJ ASK website:</p> <p>www.NJASK.org</p>
How does the intervention align with the Common Core State Standards?	All strategies and programs are aligned with the revised district curriculum and the Common Core State Standards.	All strategies and programs are aligned with the revised district curriculum and the Common Core State Standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Math – All Students	
Describe the priority problem using at least two data sources	The priority problem is to improve scores in Math on district and state assessments for all students, including Hispanic and economically disadvantaged students based on the 2014 NJ ASK Math data, ESEA School Performance Data, and SGO results. Overall the cluster data for NJ ASK Math scores in Grades 3 -5 shows a slight increase in all areas although the school wide performance target on the ESEA was not met.	
Describe the root causes of the problem	<p>Teacher training is needed to improve instructional strategies in the classroom. Funding for a district Elementary Common Core aligned Math series is needed in Grades K, 3, 4, and 5.</p> <p>Washington Irving School # 4 continues to have a mobile student population and increased class sizes.</p> <p>Our Special Education population takes the statewide assessment on their chronological grade level. The fact that these students are identified as having specific learning disabilities makes testing on their chronological grade level extremely difficult. Their learning disabilities have prevented them from grasping the information at their age level. The academic expectations of the statewide assessment are not parallel to the student's Individual Education Plan. Extra time, small settings and an understanding of instructions are insufficient assistance for students whose learning problems prevent reading text at a chronological grade level.</p>	
Subgroups or populations addressed	All student subgroups and populations	
Related content area missed (i.e., ELA, Mathematics)	Math	
Name of scientifically research	Differentiated Instruction	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

based intervention to address priority problems	Study Island Technology Program Model Curriculum : www.state.nj.us/education/modelcurriculum/ NCTM: www.nctm.org NJ ASK website: www.NJASK.org	
How does the intervention align with the Common Core State Standards?	All strategies and programs are aligned with the revised district curriculum and the Common Core State Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school:					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<p>Writer's Workshop Gr.1 – 5 teachers, New teachers, Basic Skills *Columbia Teacher's College Reading and Writing Project – IRLA's</p> <p>William Paterson University Professors in Residence, Scott Foresman Reading Street Series, Assessments of Practice in Early Elementary Classrooms (APEEC), Wilson Foundations, Differentiated Learning, Guided Reading, Reading Street Common Core 2013, Project Based Learning, Family Literacy/Math, Comprehension Strategies, Reading websites and the Daily 5, Leveled readers</p>	<p>District Administrators, District Curriculum Supervisor, Principal, Supervisor;</p> <p>Federal Programs Supervisor; Teachers -</p> <p>Gr. 1 – 5; Reading Specialist, Professors in Residence (PIR), Early Childhood Coaches</p>	<p>Interim Reports</p> <p>Report cards</p> <p>Scott Foresman Baseline, Interim, and End of Year Benchmark Assmt.</p> <p>NJ ASK ELA Assessment, IRLA's (Integrated Reading and Language Arts Assessments)</p> <p>W.I.A.T.T. assessment</p> <p>Study Island (online academic program 2-5) pre/ post assessment</p> <p>Marshall Observations/Evaluation Summaries</p> <p>Columbia Teacher's College IRLA's</p>	<p><u>The Writer's Workshop by Ralph Fletcher and Joann Portalupi</u></p> <p><u>Craft Lessons by Ralph Fletcher</u> Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. <u>Teachers College Reading and Writing Project</u> http://readingandwritingproject.com/resources/assessments/reading-assessments.html</p> <p>The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z). Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The program focuses on progress-monitoring and small group management (Pearson Education, 2010) Researchers recommend assessing children based on observations of the processes children use rather than on simple, concrete, disconnected indicators or milestones (Cicchetti & Wagner 1990; McCune et al. 1990; Hauser-Crane & Shonkoff 1995). Intervention: Wilson Reading System - www.wilsonlanguage.com/w_about.htm http://www.foundations.com/</p> <p>The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf</p> <p>Hall, 2002; Tomlinson, 1995;1999</p> <p>Differentiated learning allows students to work at their ability, readiness and/or interest and or learning styles.</p> <p>Guided reading allows students to progress at their own speed and skill level.</p> <p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).Project-Based Learning: Student Engagement Leads to Student Achievement:</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p> <p>www.raz-kids.com</p> <p>Raz-kids, is a classroom management system that gives teachers access to several detailed class and individual student reports so they can monitor students' reading and comprehension progress.</p>
Math	Students with Disabilities	Family Math, Project Based Learning, After School Tutoring, Wowzers	District Administrators, District Curriculum Supervisor, Principal, Teachers and Teacher Specialists - Gr. K - 5	Report Cards Interim Reports Teachers feedback Benchmark assessments, End of the Year Benchmark Assessment Performance Tasks	<p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996). Project-Based Learning: Student Engagement Leads to Student Achievement:</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p> <p>Research supports a connection between a student's academic achievement and parental involvement.</p> <p>http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home</p> <p>http://www2.ed.gov/pubs/PFIE/bettredu.html</p> <p>www.wowzers.com</p> <p>Wowzers contains thousands of robust digital math activities which alerts the teacher on the child's progress and will challenge the student once the skill is mastered.</p>
ELA	Homeless	Writer's Workshop Gr.1 – 5 teachers, New teachers, Basic Skills *Columbia Teacher's College Reading and Writing Project – IRLA's William Paterson	District Administrators, District Curriculum Supervisor, Principal, Supervisor;	Interim Reports Report cards Scott Foresman Baseline, Interim, and End of Year Benchmark Assmt. NJ ASK ELA Assessment, IRLA's	<p>The Writer's Workshop by Ralph Fletcher and Joann Portalupi</p> <p>Craft Lessons by Ralph Fletcher Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. Teachers</p> <p>College Reading and Writing Project</p> <p>http://readingandwritingproject.com/resources/assessments/reading-assessments.html</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		University Professors in Residence, Scott Foresman Reading Street Series, Assessments of Practice in Early Elementary Classrooms (APEEC), Wilson Foundations, Differentiated Learning, Guided Reading, Reading Street Common Core 2013, Project Based Learning, Family Literacy/Math, Comprehension Strategies, Reading Websites and the Daily 5, Leveled readers	Federal Programs Supervisor; Teachers - Gr. 1 – 5; Reading Specialist, Professors in Residence (PIR), Early Childhood Coaches	(Integrated Reading and Language Arts Assessments) W.I.A.T.T. assessment Study Island (online academic program 2-5) pre/ post assessment Marshall Observations/Evaluation Summaries Columbia Teacher's College IRLA's	<p>The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z). Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The program focuses on progress-monitoring and small group management (Pearson Education, 2010). Researchers recommend assessing children based on observations of the processes children use rather than on simple, concrete, disconnected indicators or milestones (Cicchetti & Wagner 1990; McCune et al. 1990; Hauser-Crane & Shonkoff 1995). Intervention: Wilson Reading System -</p> <p>www.wilsonlanguage.com/w_about.htm http://www.foundations.com/</p> <p>The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students.</p> <p>http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf</p> <p>Hall, 2002; Tomlinson, 1995;1999</p> <p>Differentiated learning allows students to work at their ability, readiness and/or interest and or learning styles.</p> <p>Guided reading allows students to progress at their own speed and skill level.</p> <p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).Project-Based Learning: Student Engagement Leads to Student Achievement:</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p> <p>www.raz-kids.com</p> <p>Raz-kids, is a classroom management system that gives teachers access to several detailed class and individual student reports so they can monitor</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					students' reading and comprehension progress. .
Math	Homeless	Family Math, Project Based Learning, After School Tutoring	District Administrators, District Curriculum Supervisor, Principal, Teachers and Teacher Specialists - Gr. K - 5	Report Cards Interim Reports Teachers feedback Benchmark assessments, End of the Year Benchmark Assessment Performance Tasks	<p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996). Project-Based Learning: Student Engagement Leads to Student Achievement:</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p> <p>Research supports a connection between a student's academic achievement and parental involvement.</p> <p>http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home</p> <p>http://www2.ed.gov/pubs/PFIE/bettedu.html</p> <p>www.wowzers.com</p> <p>Wowzers contains thousands of robust digital math activities which alerts the teacher on the child's progress and will challenge the student once the skill is mastered.</p>
ELA	ELLs	Writer's Workshop Gr.1 – 5 teachers, New teachers, Basic Skills *Columbia Teacher's College Reading and Writing Project – IRLA's William Paterson University Professors in Residence, Scott Foresman Reading Street Series, Assessments of Practice in Early Elementary Classrooms (APEEC), Wilson Foundations, Differentiated Learning, Guided Reading, Reading Street Common Core 2013,	District Administrators, District Curriculum Supervisor, Principal, Supervisor; Federal Programs Supervisor; Teachers - Gr. 1 – 5; Reading Specialist, Professors in Residence (PIR), Early Childhood Coaches	Interim Reports Report cards Scott Foresman Baseline, Interim, and End of Year Benchmark Assmt. NJ ASK ELA Assessment, IRLA's (Integrated Reading and Language Arts Assessments) W.I.A.T.T. assessment Study Island (online academic program 2-5) pre/ post assessment Marshall Observations/Evaluation Summaries Columbia Teacher's College IRLA's	<p><u>The Writer's Workshop by Ralph Fletcher and Joann Portalupi</u> <u>Craft Lessons by Ralph Fletcher</u> Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. <u>Teachers College Reading and Writing Project</u> http://readingandwritingproject.com/resources/assessments/reading-assessments.html</p> <p>The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z). Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The program focuses on progress-monitoring and small group management (Pearson Education, 2010). Researchers recommend assessing children based on observations of the processes children use rather than on simple, concrete, disconnected indicators or milestones (Cicchetti & Wagner 1990; McCune et al. 1990; Hauser-Crane & Shonkoff 1995). Intervention: Wilson Reading</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Project Based Learning, Family Literacy/Math, Comprehension Strategies, Reading Websites and the Daily 5, Leveled readers			<p>System -</p> <p>www.wilsonlanguage.com/w_about.htm</p> <p>http://www.foundations.com/</p> <p>The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students.</p> <p>http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf</p> <p>Hall, 2002;</p> <p>Tomlinson, 1995;1999</p> <p>Differentiated learning allows students to work at their ability, readiness and/or interest and or learning styles.</p> <p>Guided reading allows students to progress at their own speed and skill level.</p> <p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum.</p> <p>Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).Project-Based Learning: Student Engagement Leads to Student Achievement:</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p> <p>www.raz-kids.com</p> <p>Raz-kids, is a classroom management system that gives teachers access to several detailed class and individual student reports so they can monitor students' reading and comprehension progress.</p>
Math	ELLs	Family Math, Project Based Learning, After School Tutoring	District Administrators, District Curriculum Supervisor, Principal, Teachers and Teacher Specialists - Gr. K - 5	Report Cards , Interim Reports Teachers feedback Benchmark assessments, End of the Year Benchmark Assessment Performance Tasks	<p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum.</p> <p>Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996). Project-Based Learning: Student Engagement Leads to Student Achievement:</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p> <p>Research supports a connection between a student's academic</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>achievement and parental involvement.</p> <p>http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home</p> <p>http://www2.ed.gov/pubs/PFIE/bettedu.html</p> <p>www.wowzers.com</p> <p>Wowzers contains thousands of robust digital math activities which alerts the teacher on the child's progress and will challenge the student once the skill is mastered.</p>
ELA	Economically Disadvantaged	<p>Writer's Workshop Gr.1 – 5 teachers, New teachers, Basic Skills</p> <p>*Columbia Teacher's College Reading and Writing Project – IRLA's</p> <p>William Paterson University Professors in Residence, Scott Foresman Reading Street Series, Assessments of Practice in Early Elementary Classrooms (APEEC), Wilson Foundations, Differentiated Learning, Guided Reading, Reading Street Common Core 2013, Project Based Learning, Family Literacy/Math, Comprehension Strategies, Reading Websites and the Daily 5, Leveled readers</p>	<p>District Administrators, District Curriculum Supervisor, Principal, Supervisor;</p> <p>Federal Programs Supervisor; Teachers -</p> <p>Gr. 1 – 5; Reading Specialist, Professors in Residence (PIR), Early Childhood Coaches</p>	<p>Interim Reports Report cards</p> <p>Scott Foresman Baseline, Interim, and End of Year Benchmark Assmt.</p> <p>NJ ASK ELA Assessment, IRLA's (Integrated Reading and Language Arts Assessments)</p> <p>W.I.A.T.T. assessment</p> <p>Study Island (online academic program 2-5) pre/ post assessment</p> <p>Marshall Observations/Evaluation Summaries</p> <p>Columbia Teacher's College IRLA's</p>	<p><u>The Writer's Workshop by Ralph Fletcher and Joann Portalupi</u></p> <p><u>Craft Lessons by Ralph Fletcher</u> Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. <u>Teachers College Reading and Writing Project</u></p> <p>http://readingandwritingproject.com/resources/assessments/reading-assessments.html</p> <p>The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z). Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The program focuses on progress-monitoring and small group management (Pearson Education, 2010) Researchers recommend assessing children based on observations of the processes children use rather than on simple, concrete, disconnected indicators or milestones (Cicchetti & Wagner 1990; McCune et al. 1990; Hauser-Crane & Shonkoff 1995). Intervention: Wilson Reading System -</p> <p>www.wilsonlanguage.com/w_about.htm</p> <p>http://www.fundations.com/</p> <p>The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students.</p> <p>http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf</p> <p>Hall, 2002;</p> <p>Tomlinson, 1995;1999</p> <p>Differentiated learning allows students to work at their ability, readiness</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>and/or interest and or learning styles.</p> <p>Guided reading allows students to progress at their own speed and skill level.</p> <p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).Project-Based Learning: Student Engagement Leads to Student Achievement:</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx www.raz-kids.com</p> <p>Raz-kids, is a classroom management system that gives teachers access to several detailed class and individual student reports so they can monitor students' reading and comprehension progress.</p>
Math	Economically Disadvantaged	Family Math, Project Based Learning, After School Tutoring	District Administrators, District Curriculum Supervisor, Principal, Teachers and Teacher Specialists - Gr. K - 5	Report Cards Interim Reports Teachers feedback Benchmark assessments, End of the Year Benchmark Assessment Performance Tasks	<p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996). Project-Based Learning: Student Engagement Leads to Student Achievement:</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p> <p>Research supports a connection between a student's academic achievement and parental involvement.</p> <p>http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettedu.html www.wowzers.com</p> <p>Wowzers contains thousands of robust digital math activities which alerts the teacher on the child's progress and will challenge the student once the skill is mastered.</p>
ELA					

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math					

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Family Literacy, Extended – year Special Education Program, Title III Extended year ESL Language Enrichment Program, Title III After School Immigrant Program, Gifts and Talents Summer Program, After school tutoring/PARCC Tutoring		Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District assessments	http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettedu.html Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009 Bergen County Consortium for teachers of the gifted: www.bccgt.net Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildsociety.com http://madscience.org/locations/bergen/KampThemes.aspx New Jersey Association for Gifted Children njagc.org

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities	Extended – year Special Education Program, Gifts and Talents		Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District assessments	http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettrededu.html Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009 Bergen County Consortium for teachers of the gifted: www.bccgt.net Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildsociety.com http://madscience.org/locations/bergen/KampThemes.aspx New Jersey Association for Gifted Children njagc.org
ELA	Homeless	Family Literacy, Extended – year Special Education Program, Title III Extended year ESL Language Enrichment Program, Title III After School Immigrant Program, Gifts and Talents Summer Program, After school tutoring/PARCC Tutoring	District Administrators, Principal, Supervisor, Teachers, Special Services Director ESL Teachers Federal Programs Supervisor,	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District assessments	http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettrededu.html Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009 Bergen County Consortium for teachers of the gifted: www.bccgt.net

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildsociety.com http://madscience.org/locations/bergen/KampThemes.aspx New Jersey Association for Gifted Children njagc.org</p>
Math	Homeless	Family Math, Extended – year Special Education Program, Gifts and Talents	District Administrators, Principal, Supervisor, Teachers, Special Services Director ESL Teachers Federal Programs Supervisor,	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District assessments	<p>http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredtu.html Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009</p>
ELA	ELLs	Family Math, Extended – year Special Education Program, Gifts and Talents	District Administrators, Principal, Supervisor, Teachers, Special Services Director ESL Teachers Federal Programs Supervisor,	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District assessments	<p>http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap http://www2.ed.gov/pubs/PFIE/bettredtu.html Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009 Bergen County Consortium for teachers of the gifted: www.bccgt.net Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildsociety.com http://madscience.org/locations/bergen/KampThemes.aspx New Jersey Association for Gifted Children njagc.org</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Family Literacy, Extended – year Special Education Program, Title III Extended year ESL Language Enrichment Program, Title III After School Program, Gifts and Talents Summer Program, After school tutoring/PARCC Tutoring	District Administrators, Principal, Supervisor, Teachers, Special Services Director ESL Teachers Federal Programs Supervisor,	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District assessments	http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009
ELA	Economically Disadvantaged	Family Literacy, Extended – year Special Education Program, Title III Extended year ESL Language Enrichment Program, Title III After School Program, Gifts and Talents Summer Program, After school tutoring/PARCC Tutoring	District Administrators, Principal, Supervisor, Teachers, Special Services Director ESL Teachers Federal Programs Supervisor,	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District assessments	http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap http://www2.ed.gov/pubs/PFIE/bettredu.html Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009 Bergen County Consortium for teachers of the gifted: www.bccgt.net Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildsociety.com http://madscience.org/locations/bergen/KampThemes.aspx New Jersey Association for Gifted Children njagc.org
Math	Economically Disadvantaged	Family Math, Extended – year Special Education Program, Gifts and Talents	District Administrators, Principal, Supervisor, Teachers, Special Services Director ESL Teachers	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District	http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html Structuring Out of School Time to Improve Academic Achievement:

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Federal Programs Supervisor,	assessments	http://ies.ed.gov/ncee/www/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009
ELA					
Math					

****Use an asterisk to denote new programs.***

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Writer's Workshop	Writing	New teachers, Basic Skills Teachers, Special Ed. Teachers, ELL Teachers	District Administrators, District Curriculum Supervisor, Principal, Facilitator/Supervisor, Teachers Gr. 1 - 5	Attendance Sheets, Teacher Feedback, Teacher Surveys, Marshall Observations / Evaluation Summaries Student Work samples	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.
*William Paterson University Professor in Residence Program	ELA	Grade 1 - 3 Teachers; Basic Skills Teachers, Special Ed. Teachers, ELL	District Administrators, District Curriculum Supervisor, Principal, Facilitator/Supervisor, Teachers Gr. 1 - 3	Grade Level Meeting Agendas Grade Level Meeting Attendance Sheets Teacher Feedback, Teacher Surveys, Marshall Observations /	All teachers in Gr. 1– 3 will continue to receive in-class/grade level professional development and supplemental workshops through the William Paterson University Professor in Residence Program for Reading. <u>Teachers College Reading and Writing Project</u> http://readingandwritingproject.com/resources/assessments/reading-

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		Teachers		Evaluation Summaries Columbia Teachers College IRLA's	assessments.html The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).
*Summer Curriculum Committee Revision - District Alignments and Assessments	ELA, Math (Gr. K – 5), Social Studies Science	Select Teachers; Gr. K- 5	District Administrators, District Curriculum Supervisor; Facilitators/Supervisors, Teachers / Specialists Gr. K - 5	Attendance Sheets Teacher Feedback, Teacher Surveys, Marshall Observations/ Evaluation Summaries Plan books	http://www.corestandards.org/ Use of Content Standards to Guide Curriculum and Instruction: http://nces.ed.gov/surveys/frss/publications/98025/index.asp?sectionid=3
*School Data Team	ELA Math	All Teachers Gr. K - 5	Principal, Facilitator, Supervisors, Federal Programs Dept., Data Team	Data from the following into visual graphics over three years: NJ ASK /PARCC results Cluster scores – NJ ASK District Math/ELA trimester assessment results SGO Baseline, Interim, and EOY results	According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to: <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions • Build action plans • Monitor progress of improvement initiatives These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.
Technology Workshops (SMART board,	Technology - All content areas	All Teachers Grades 2 - 5	District Administrators, District Curriculum Technology Supervisor,	Attendance Sheets, Teacher Feedback, Teacher Surveys,	Technology Integration, Technology in Schools: http://nces.ed.gov/pubs2003/tech_schools/chapter7.asp Teachers' Use of Educational Technology in the US Public Schools

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Study Island, Gizmos, Discovery Learning)			Principal, Facilitator/Supervisor, Teachers / Specialists Gr. K - 5	Classroom Observations EQT walk-throughs.	:2009 http://nces.ed.gov/pubs2010/2010040.pdf
Bullying (Olweus Bullying Program)	School Environment; Character Education	All Teachers Administrators, Guidance counselors, Affirmative Action representatives	District Superintendent, District Administrators, Principal, Guidance counselors, Affirmative Action Reps.	Participant Feedback /Surveys Safety Committee Meeting agendas and sign in sheets Decrease of incidences of bullying	The Olweus Bullying Program is a research-based, is a whole-school program aimed at preventing or reducing bullying throughout a school setting. The program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include: <ul style="list-style-type: none"> Reducing existing bullying problems among students Preventing new bullying problems Achieving better peer relations at school www.olweus.org
PLC /Design Team Weekly Meetings	All content areas	All Teachers	Principal, Facilitator/Supervisor, Teachers / Specialists Gr. K - 5	Attendance Sheets, Agendas / Minutes Teacher Feedback, Marshall Observations / Evaluation Summaries	The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf
Weekly Grade Level Meetings	All content areas	All teachers and administrators	Principal, Facilitator/Supervisor, Teachers / Teacher Specialists Gr. K – 5	Attendance Sheets, Agendas / Minutes Teacher Feedback, Marshall Observations / Evaluation Summaries	The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Wilson Foundations Program	Reading	Reading Specialists; Special Education Teachers; Select Trained Teachers	District Administrators, District Curriculum Supervisor, Federal Programs Supervisor; Child Study Team Supervisor; Reading Specialists; Trained teachers	Wilson Training Certification Marshall Observations / Evaluation Summaries	Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.foundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

All stakeholders will be responsible for evaluating the school wide program for 2015 – 2016. This includes District Administrators, Supervisors, teachers, and specialists. This will be conducted internally with the principal, Data Team, and faculty meetings. These results will also be shared at District Leadership Meetings.

2. What barriers or challenges does the school anticipate during the implementation process?

The challenges that face the school and district will be trying to find substitute coverage for teachers to attend professional development embedded in the school day, funding for qualified providers of professional development, scheduling issues, and utilizing facilitators / supervisors to assist with the revisions of the curriculum alignment, district assessments, and board approval for professional development opportunities. In addition it is a challenge to schedule sufficient common planning time to allow teachers to turn-key information to staff and new teachers, plan and share instructional strategies, analyze test data, and set goals.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Decisions regarding the implementation of all programs will be communicated to the District Leadership Committee, all staff members through faculty meetings and Data Team meetings. In addition, Data Team minutes are sent to the district superintendent to keep him abreast of school wide goals and projects.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

The school will utilize district surveys, Marshall Observations, evaluation summaries, teacher feedback, faculty meetings, and teacher created student growth objectives and results to gauge the perceptions of the staff.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The school will utilize parent surveys, attendance, feedback from parent / teacher conferences, attendance and feedback from Family Literacy, Family Math, Family Science, and attendance and feedback at Home and School Meetings to gauge the perceptions of the community.

6. How will the school structure interventions?

Interventions will be structured throughout the 2015 – 2016 school year according to best practices and based on data analysis from state and district assessments and through instructional staff scheduling to ensure student achievement. Interventions will be monitored through lesson plans, Marshall Observations, trimester assessment results, SGO baseline, interim, and end of year results, etc.

7. How frequently will students receive instructional interventions?

Every effort will be made to provide each student with interventions such as Writer's workshop, Differentiated Instruction, after-school tutoring, and project based learning on a daily basis. The William Paterson University PIR's will use the Columbia Teacher's College IRLA's to determine a student's reading level in Grades 1 – 2. Data analysis of district and state assessments will determine which students will receive services throughout the year such as Basic Skills, ESL, and Wilson Reading Foundations, and Resource Room. NJ ASK /NJ ASK Math and ELA test prep for selected students will also be determined by data analysis of state assessments and will be provided twice weekly for 10 weeks.

8. What resources/technologies will the school use to support the schoolwide program?

Computers, laptops, IPADS, Smart Boards, document cameras and web-based programs such as Study Island, Reading Websites and the Daily 5,, Wowzers, Smart Board lessons, and on-line Reading Street Resources will be utilized to support the program. In addition, educational websites and resources are posted on the Washington Irving School #4 website.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

The school will use district trimester assessment results, trimester performance task results, SGO baseline, interim, and end of year results in Math and ELA, interim reports, report cards, running records (IRLA's), Study Island assessment results, Access assessment results, and NJ ASK / NJ ASK assessment results to measure the effectiveness of each intervention provided.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate the results of the school wide program evaluation to its stakeholder groups through Design Team/Data Team meetings, faculty meetings, PLC / grade level meetings, cluster meetings, Home and School Meetings, and at District Leadership Meetings.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Principal, Teachers/Specialists, Phys. Ed. Teacher; Home and School Assoc.; Parents, District administrators, Home and School Executive Board, Fed. Programs Supervisor;	Parent Feedback Teacher Feedback Increased parent participation rates due to improved communication	http://www2.ed.gov/pubs/PFIE/bettredu.html Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child's progress, and develop a plan for the student's future. http://www.teachervision.fen.com/teacher-parent-conferences/ http://www2.ed.gov/pubs/PFIE/bettredu.html Project-Based Learning: Student Engagement Leads to Student Achievement: http://www.ascd.org/professional_development/institutes/PD11PC020.aspx Bergen County Consortium for teachers of the gifted: www.bccgt.net New Jersey Association for Gifted Children njagc.org
Math	Students with Disabilities	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites	Principal, Teachers/Specialists, Phys. Ed. Teacher; Home and School Assoc.; Parents, District administrators, Home and School Executive Board, Fed. Programs Supervisor;	Parent Feedback Teacher Feedback Increased parent participation rates due to improved communication	http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLliteracyNow/family-literacy-the-achievement-gap http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair			
ELA	Homeless	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Principal, Teachers/Specialists, Phys. Ed. Teacher; Home and School Assoc.; Parents, District administrators, Home and School Executive Board, Fed. Programs Supervisor;	Parent Feedback Teacher Feedback Increased parent participation rates due to improved communication	http://www2.ed.gov/pubs/PFIE/bettredu.html Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child's progress, and develop a plan for the student's future. http://www.teachervision.fen.com/teacher-parent-conferences/ http://www2.ed.gov/pubs/PFIE/bettredu.html Project-Based Learning: Student Engagement Leads to Student Achievement: http://www.ascd.org/professional_development/institutes/PD11PC020.aspx Bergen County Consortium for teachers of the gifted: www.bccgt.net New Jersey Association for Gifted Children njagc.org
Math	Homeless	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone	Principal, Teachers/Specialists, Phys. Ed. Teacher; Home and School Assoc.; Parents, District administrators, Home and School Executive Board, Fed. Programs Supervisor;	Parent Feedback Teacher Feedback Increased parent participation rates due to improved communication	http://www2.ed.gov/pubs/PFIE/bettredu.html Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child's progress, and develop a plan for the student's future. http://www.teachervision.fen.com/teacher-parent-conferences/ http://www2.ed.gov/pubs/PFIE/bettredu.html Project-Based Learning: Student Engagement Leads to Student Achievement: http://www.ascd.org/professional_development/institutes/PD11PC020.aspx Bergen County Consortium for teachers of the gifted: www.bccgt.net

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		messaging system, Home and School Association, Gifts and Talents Project Fair			http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html New Jersey Association for Gifted Children njagc.org
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair, Adult ESL Evening Program	Principal, Teachers/Specialists, Phys. Ed. Teacher; Home and School Assoc.; Parents, District administrators, Home and School Executive Board, Fed. Programs Supervisor; ELL Staff Members	Parent Feedback Teacher Feedback Increased parent participation rates due to improved communication	http://ies.ed.gov/ncee/projects/evaluation/literacy_adultesl.asp
Math	ELLs	Kindergarten Meet and Greet, Back to School	Principal, Teachers/Specialists,	Parent Feedback Teacher Feedback	http://www2.ed.gov/pubs/FamLit/need.html

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication, Adult ESL Evening Program District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Phys. Ed. Teacher; Home and School Assoc.; Parents, District administrators, Home and School Executive Board, Fed. Programs Supervisor; ELL Staff Members	Increased parent participation rates due to improved communication	http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html
ELA	Economically Disadvantaged	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Principal, Teachers/Specialists, Phys. Ed. Teacher; Home and School Assoc.; Parents, District administrators, Home and School Executive Board, Fed. Programs Supervisor;	Parent Feedback Teacher Feedback Increased parent participation rates due to improved communication	http://www2.ed.gov/pubs/PFIE/bettredu.html Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child's progress, and develop a plan for the student's future. http://www.teachervision.fen.com/teacher-parent-conferences/ http://www2.ed.gov/pubs/PFIE/bettredu.html Project-Based Learning: Student Engagement Leads to Student Achievement: http://www.ascd.org/professional_development/institutes/PD11PC020.aspx Bergen County Consortium for teachers of the gifted: www.bccgt.net New Jersey Association for Gifted Children njagc.org
Math	Economically Disadvantaged	Kindergarten Meet and Greet, Back to School Night, Family Literacy, Parent-Teacher	Principal, Teachers/Specialists, Phys. Ed. Teacher;	Parent Feedback Teacher Feedback Increased parent	http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Conferences; At Risk Parent Conferences BSI/ESL parent meetings, Field Day, Communication: District and School Websites Letters, memos Reverse 911 phone messaging system, Home and School Association, Gifts and Talents Project Fair	Home and School Assoc.; Parents, District administrators, Home and School Executive Board, Fed. Programs Supervisor;	participation rates due to improved communication	achievement-gap http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The connection between parent involvement and the priority problems identified in the needs assessment is minimal. Our Special Education parents are very concerned about their children's progress. The problems associated with the academic achievement for the identified subgroups, have little or nothing to do with parental involvement or lack of. The performance problems exist even though parents take an active role in their children's performance. Our Special Education population takes the PARCC assessment on their chronological grade level. The fact that these students are identified as having specific learning disabilities makes testing on their chronological grade level extremely difficult. Their learning disabilities have prevented them from grasping the information at their age level. The academic expectations of the PARCC assessment are not parallel to the student's Individual Education Plan. Extra time, small settings and an understanding of instructions are insufficient assistance for students whose learning problems prevent reading text at a chronological grade level.

2. How will the school engage parents in the development of the written parent involvement policy?

The Garfield School District has written Parent involvement Policy developed by the former NCLB (No Child Left Behind) Committee and District Leadership in collaboration with parents of participating Title I students and is evaluated annually. The Board of Education annually approves the policy.

3. How will the school distribute its written parent involvement policy?

The policy is distributed to parents in an understandable and uniform format and in a language the parents can understand. It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

4. How will the school engage parents in the development of the school-parent compact?

The compact is mailed home to parents.

5. How will the school ensure that parents receive and review the school-parent compact?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

The compact is distributed to parents in an understandable and uniform format and in a language the parents can understand. It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The School-Parent Compact and Right to Know are distributed at the beginning of each school.

6. How will the school report its student achievement data to families and the community?

- a. Disaggregated PARCC assessment results are disseminated to the Data Team and published in the local newspaper each spring.
- b. School test data is discussed at Board of Education meetings that are open to the public.
- c. School test data is discussed at Home and School meetings and parent conferences.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

The district creates and mails a state modeled informational letter concerning the status of the school's performance as it pertains to Annual Measurable Achievement Objectives and the Target Action Plan is posted on the school's website.

8. How will the school inform families and the community of the school's disaggregated assessment results?

- a. Each student's individual profile report (Gr. 3 – 5) for the PARCC is sent home for parental review.
- b. Disaggregated PARCC assessment results are disseminated to the Data Team and published in the local newspaper each spring.
- c. School test data is discussed at Home and School meetings and parent conferences.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Ongoing programs for academic achievement such as Writer's Workshop, Family Literacy, Family Math, PARCC prep workshops and parent workshops etc. were also discussed with participating parents.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

10. How will the school inform families about the academic achievement of their child/children?

- a. Each student's individual profile report (Gr. 3 – 5) for the PARCC is sent home for parental review.
- b. Parents receive interim reports and report cards three times a year.
- c. Parent conferences

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Family Literacy Nights
Basic Skill & ESL Conference/Meetings
Adult ESL Program
Professor In Residence Parent Workshops

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	36.5	Teachers are supported through mentoring programs, teacher orientation, professional development opportunities, weekly grade level meetings, and contractual benefits which support continuing education.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	7	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Teachers are supported through mentoring programs, teacher orientation, professional development opportunities, collaborative periods built into schedules, and contractual benefits which support continuing education.	The school principal, district superintendent, and local Board of Education are responsible for retaining highly qualified staff.